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ABSTRACT

The Center for the Study of Migrant and Indian Education was designed to provide a continuity of educational goals among agencies, colleges and public schools. Topics included in this evaluation report are the advisory committee proceedings, accomplishments of curriculum materials services, student-teaching, language games program, training of teacher aides, migrant institute, Indian summer school, family services, research and development in the areas of: education, consulting services, training of diagnosticians, teachers and counselors, dissemination of information, and local and state coordination. Interviews with key people along with evaluative comments are also included. (KG)

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EVALUATION REPORT

of

The Center for the Study of Migrant and Indian Education

Toppenish, Washington

September 12, 1969

UD 009 478

THE CENTER

The Center for the Study of Migrant and Indian Education is located on the north edge of the Yakima Indian Agency property, at Toppenish, Washington. The Center is a project operated by Central Washington State College under a grant from the U. S. Commissioner of Education, U. S. Department of Health, Education and Welfare, under the terms of Title 1 of the Elementary Secondary Education Act of 1965, as amended.

The Toppenish location, places the Center both on an Indian Reservation and in the center of agricultural activities of the Northwest. This location enables the personnel of the center to work with thousands of youngsters in dozens of communities, within a radius of fifty miles of the center.

This Center is an innovative approach to the educational problems of the migrant and Indiar child. The Center was designed to provide a continuity of educational goals between agencies, colleges, and the public schools. Active since July, 1968, its purpose is to serve educators in change and development, and special services which will enhance the prospects of success for all migrant and Indian children.

THE ADVISORY COMMITTEE

All programs, projects, conferences, institutes and services provided by the staff of the center are offered under the guidance of an advisory board. The advisory board consists of ten members plus the Director of the Center. During the year there was some turnover due to members moving from the area.

Since the inception of the Center the following persons have served on the Advisory Committee:

Mr. Don Connor, Chairman
Department of Social Science
Yakima Valley College
Yakima, Washington

Mr. Bill Farmer, Curriculum Director
Intermediate School District No. 2
Moses Lake, Washington

Miss Jean Hunt, Counselor
Indian Center
Seattle, Washington

Mrs. Gloria LaFromboise
Home Visitation Supervisor
Chief Kamiakin Elementary School
Sunnyside, Washington

Dr. Joe Lutjeharms, Assistant
Superintendent of Schools
West Valley School District
Yakima, Washington

Mr. Wilson T. Maynard, Director
Center for the Study of Migrant and
Indian Education
Toppenish, Washington

Mr. Jack Middleton, Principal
Chief Kamiakin Elementary School
Sunnyside, Washington

Mr. Lewis Patton, Administrative Asst.
Wapato Public Schools
Wapato, Washington

Mr. Stanley Smartlowit, Chairman
Education Committee
Yakima Indian Agency
Toppenish, Washington

Mr. Carl Ulrich
Federal Projects Coordinator
Yakima County Courthouse
Yakima, Washington

Mr. Martin Yanez, Director
Parent-Child Center
Grandview, Washington

A review of the minutes of the monthly meetings of the Advisory Committee reveals that the Committee reviewed proposed programs, suggested new programs based upon local need, and made suggestions about existing programs of the Center.

The individual committee members assisted the Center by communicating center objectives and program information to people in their respective districts. Additionally, they provided leadership through active involvement in programs at the districts and regional levels. At all points along the way, the Advisory Committee recommended evaluation of existing programs and projects. Decisions and recommendations for future direction were based on data from these evaluations.

Philosophy

The Advisory Board and the Center Director prepared a Statement of Philosophy for the Center in the spring of 1969. This statement reads as follows:

WE BELIEVE:

1. That the great potential of human resources among migrant and Indian populations of Washington, U. S. A. should be developed.

2. That all agencies, public or private, and at all levels, should exert every effort and cooperate fully to accelerate human resources development of the migrant and Indian population.

3. That human potential is as great in the migrant and Indian populations as in any other population; that apparent deficiencies are due to the neglect or inadequacies of the human resources development.

4. That the migrant and Indian populations make unique contributions to American society.

5. That people should be sensitive to the needs of Indian and migrant children.

Objectives

The Center for the Study of Migrant and Indian Education is seen as a model for the organization of a network of national centers throughout the nation. It has as its general goals:

1. Coordination of all programs, Federal, State, and local.

2. Development of instructional materials.

3. Experimentation in program development and the dissemination of the results of these activities.

4. Training and retraining of teachers.

5. Training of auxiliary personnel.

6. Training of specialists.

7. Furnishing consultant help, in cooperation with the State and Federal agencies in individual school districts in relation to educational problems and in the preparation of plans for special programs.

8. The coordination of the programs of different States involved in these programs through State and Federal agencies.

9. The evaluation of present and future programs receiving funds from State and Federal sources.

10. Dissemination of information regarding significant developments and programs.

Components

Five basic components comprise the operational framework for the efforts of the Center staff. These components are:

1. Material Services

2. Instructional Services

3. Family Services

4. Research and Development

5. Evaluation and Dissemination

Work in each of the components was guided by specific objectives set forth in the project proposal. (See Accomplishments Section this report.)

Personnel

During the first year of operation, personnel were gradually added as qualified applicants could be located. Center activities were conducted during the first year by six staff members. This staff was supported by outside consultants and ten persons in the secretarial, custodial and part-time help categories. Persons employed included:

Staff

Mr. Wilson Maynard, Center Director, B.A., M.Ed, currently completing the doctorate at the University of Oregon. (July 1, 1968)

Mr. Gerald Hosman, Supervisor of Student Teaching, B.E., M.Ed. (Oct. 1, 1968)

Mr. Robert Ryan, Production Specialist, B.A., currently completing M. Ed. at Central Washington State College. (Nov. 15, 1968)

Mrs. June Ruth, Health Coordinator, B.S., M. S. (Dec. 1, 1968)

Mr. Milton E. Ruth, Instructional Materials Specialist, B.A., currently completing M. Ed. at Central Washington State College. (Dec. 1, 1968)

Mrs. Aris Diaz, Projects Coordinator, B.A. (Jan. 13, 1969)

Supportive Personnel

Mrs. Vivian Burke, Secretary (Sept. 1, 1968)

Mrs. Vera Morgan, Secretary (Aug. 15, 1968)

Miss Elena Bassett, Clerk-Typist (Mar. 20, 1969)

Mrs. Rosalinda Lakey, Clerk-Typist (Mar. 20, 1969)

Miss Ellen Burt, Student Assignment-Administrative Assistant to Health Coordinator. (Jan-Feb. 1969)

Mr. Paul Archer Custodian (Sept. 10, 1968)

Miss Carmen Robles, Part-time help (April 24, 1969)

Mr. Russel Lewis, Graduate Assistant

Mrs. Floy Lannegan, Graduate Assistant

Mrs. Marilyn Goodey, Graduate Assistant

Additional personnel added toward end of first year for second year of operation:

Mr. Fred Diaz, Project Associate-Teacher Training, B.A., currently completing M. Ed. at Central Washington State College. (from June 2, 1969)

Miss Althea Adams, Program Associate-Instructional Materials, B.A., M.Ed. (from August 18, 1969)

Miss Laura Hendricks, Assistant to Director, B.A., M. Ed. (from September 1, 1969)

Mr. Reggie Hendricks, Instructional Materials-Production Specialist, B.A. (from September 1, 1969)

Mrs. Margaret Beamer, Secretary, Campus Office (from July 1, 1969)

Consultants and Resource Personnel

1. Mr. Mathiesen, Vice-President, Westinghouse Corporation, Project Plan.

2. Dr. Dohn Miller, C.W.S.C. Director, Migrant Institute for Teachers of Migrant and Indian Children.

3. Dr. Clay Denmon, C.W.S.C. Director, Conference on American Indian Education.

4. Dr. Jack Crawford, Language Games Project, Oregon State System of Higher Education.

5. Mr. James Bond, Language Games Project, Oregon State System of Higher Education.

6. Miss Lynn McDonald, Language Games Project, Oregon State System of Higher Education.

7. Dr. Robert E. Krebs, Director of Research and Development, C.W.S.C.

ACCOMPLISHMENTS

I. Curriculum Materials Services

Objectives:

1. To identify teacher perceived instructional problems related to materials and material utilization.

2. To serve as a clearinghouse for existing curriculum materials which might alleviate teacher perceived instructional problems.

3. To gather, produce, store, retrieve, and disseminate instructional materials.

4. To produce innovative and inventive instructional materials, both group and individualized, to alleviate teacher perceived instructional problems.

5. To establish evaluative criteria for curriculum packages developed under objectives 2, 3, and 4.

6. To disseminate and field test teacher supported instructional materials
   a. in the Yakima Valley
   b. in the State of Washington
   c. regionally

An Instructional Materials Laboratory was established in the Center. Staffed by an Instructional Materials Specialist and a Production Specialist, the lab served teachers of migrant and Indian children in thirty-two communities.

Over 1,100 films, filmstrips, phonodiscs, tapes, and study prints were distributed to classrooms. Some 1,095 teacher's guides and manuals for language arts and math workbooks were distributed.

Artifact collections were assembled and sent to area schools. Professional library books were loaned to teachers.

Much of the time of the production specialist was devoted to preparing and printing booklets, brochures, photographs, transparencies, slides, tapes, and newsletters. Major projects included cataloging, storage and retrieval systems, film and filmstrip maintenance, supply and maintenance of the photo lab, and providing technical assistance to the other components of the program including printing, video equipment instructions and course programming, and assisting with training programs for teacher aides and pre-service and in-service leaders.

II. Instructional Services

Objectives:

1. To facilitate attitude and behavior change of teachers, administrators, students, and communities through cultural enrichment activities.
2. To improve conditions which hinder school attendance.
3. To implement pre-service and in-service programs for personnel in the following areas:
   a. administrators, including interns
   b. student teachers
   c. student teacher supervisors
   d. experienced teachers, in and out of the field
   e. teacher aides
   f. degree holders seeking certification
   g. inter-departmental and inter-agency activities

Major Programs

A. Student-Teaching and related experiences

In cooperation with Central Washington State College, the Center has established an alternate program for the training of teachers of migrant and Indian children.

Prospective teachers are offered the following program:

1. August Field Experience 8 credits

2. September Experience 4 credits

3. Fall Quarter Block Work

Psychology--Human Growth and Development	4 credits
Psychology--Learning and Evaluation	4 credits
Curriculum, Methods & Materials	4 credits
Poverty and the Educationally Disadvantaged	3 credits

4. Student teaching in schools having migrant and/or Indian enrollment--16 credits.

One staff member has devoted full time to this program. He is assisted by other college instructors and community resource people.

Enrollment in this program was limited during the first year. As the Center stepped up information to college students about the program, more college students signed up for the program. This Fall (1969) seventeen college juniors and seniors will participate in this experience.

B. Language Games Program

One of the major problems in the schools serviced by the Center is that the children of bilingual or foreign speaking parents have difficulty in developing oral language skills.

The Teaching Research Division, Oregon System of Higher Education has developed a program called Language Development Games to assist such children to develop their oral language. After four years of development and working with children the program was sufficiently refined for use with a large number of pupils. Arrangements were made with the Teaching Research Division to utilize the Language Games Program in the service area of the Center.

After in-service training of administrators, teachers and teacher aides, the program was undertaken in nine districts, two Head Start Programs and one Follow Through program. Twenty-six schools were serviced and sixty-nine teachers and sixty-nine teacher aides were involved. Six hundred sixty-five pupils participated.

The effectiveness of the Language Games Program was evaluated by several measures. The results were positive and statistical significance was obtained at the end of sixteen weeks in expressive vocabulary, words, and sentences. The researchers reported "By 16 weeks, based on average of 15 minutes a day, 4 times a week, significant increases in learning performances were manifested. We would expect a continued use of the games would result in even more effective increases in language expression."

C. Training of Teacher Aides

School districts serviced by the center have, in recent years, added teacher aides to their staffs. There was a definite need expressed by district administrators to have these aides trained.

A major project was established to train teacher aides in those aspects of work which the district prescribed.

Mrs. Ariz Diaz, assisted by other staff members, organized and held training sessions for 414 teacher aides, i.e.:

70 aides weekly for 16 weeks, Language Games Project

12 aides--8 hours total instructions A.V.

22 aides--Four one-hour sessions, Health, First aid, etc.

10 aides--Two hours total instruction A.V.

15 aides--Two hours total instruction, Art Projects--Bulletin Boards

5 aides--Two hours total instruction-Health, First Aid, Supervision

15 aides--2 1/2 hours total instruction, Music, Professional Responsibility

25 aides--One hour total instruction, A.V.

9 aides--15 hours total instruction, Child Care

141 Administrators, teachers and aides--15 hours, workshop

90 Teachers and aides, Headstart workshop

Center publication growing out of the work with teacher aides should be available for distribution this fall.

D. Conferences and Institutes

1. Migrant Institute

The Center sponsored a four week institute for teachers of migrant and Indian children during the summer of 1969, (June 16-July 11). Institute Director was Dr. Dohn Miller, Professor of Special Education, C.W.S.C. Dr. Miller was assisted by a staff of three and some twelve resource people from colleges, agencies, and industry. Extensive field experiences were provided for the participants. The institute was well received by the participants. A separate evaluation on the institute is available from the Center.

2. Conference on American Indian Education

A Conference on American Indian Education was sponsored by the Center and Central Washington State College. The conference was held on the C.W.S.C. campus during the period of July 14-25, 1969.

Director for the Conference was Dr. Clay Denmon, Associate Professor of Anthropology at C.W.S.C. Dr. Denmon was assisted by eighteen consultants and resource people who represented different Indian tribes as well as varied positions in the educational and tribal worlds. It should be noted that of the eighteen resource people only four were anglos and fourteen were American Indians.

The conference was rated as excellent by the twenty-eight participants. A separate evaluation on the conference is available from the Center.

Funds for the Conference on Indian Education were provided under the Johnson-O'Mally Indian Education Act of 1934 as amended.

3. Leadership Conference

A Leadership Conference was sponsored by the Center for Indian and Migrant leaders during July, 1969. The conference was held on the campus of Central Washington State College.

Sixty representatives from Tribal Councils, Community Action Groups, school districts, and personnel from the State Department of Education attended this invitational conference.

E. Indian Student Summer School

The Center sponsored a nine-week summer school session for Indian students currently at the junior and senior high school level. The school was held on the C.W.S.C. campus during the period June 15-August 15, 1969.

Funds for this summer school was provided by the students as part of their Dalles Dam money.

The intent of this summer school was that the Indian secondary student would receive a program of cultural and academic enrichment. The program was considered to be of an experimental and pilot nature. Decisions as to the continuance of the program will hinge upon evaluation of the summer school session.

F. Program Information

During the course of the year the Center made information available about Project Plans (Westinghouse Corporation), Individually Prescribed Instruction, and the Mini-Courses from the Far West Regional Laboratory. This information was made available in order that the school districts might be selective in those suited to their needs.

Presently several programs are in the proposal or discussion stage. These are: 1. An Early Childhood Education Center

2. Protein Diet (Health project)

3. Program for Mentally Retarded Children

III Family Services

Objectives:

1. Provide in-service training and orientation programs for teachers, et. al., emphasizing parental involvement.

2. Provide consultive public health nurse services.

3. Provide, where feasible, health services, such as immunizations, through mobile unit distribution.

4. Initiate total informative dissemination service as Migrant and Indian affairs utilize local media including educational T.V.

5. Provide employment and housing information services.

The Family Services Component was staffed by a R.N. who served as Health Co-ordinator. During the first year 1968-69 efforts were concentrated on objectives 1 and 2 above. Major efforts included:

1. Establishment of Resource Library of Health Materials.

Letters were sent to approximately 500 different resources for health education materials. Items were purchased for the Materials Center and many free and inexpensive items were obtained.

2. Personal visits were made by the co-ordinator to seventy-seven community agencies and programs in the family service area. These agencies and programs ranged from the Yakima County Health Department and the Yakima Indian Health Center to the Sundown M. Ranch (for Alcoholics) and the Crewport-Parent Child Center.

3. The Center sponsored a meeting to co-ordinate the directory revision of all family service agencies in the Lower Yakima Valley.

4. The Coordinator attended or held meetings with a wide range of groups. In fact, some fifty-five working days were spent at workshops, institutes and

meetings devoted to a wide range of family service concerns. Of primary importance in this area were in-service meetings on health education and shared meetings with isolated nurses in schools and community pre-school programs.

5. The R.N. devoted a considerable number of days to case work at the family or home unit level.

Resources were not available for Objective 3.—The Mobile Health Unit, Objective 4. Educational TV, and Objective 5. was not undertaken during the first year.

IV. Research and Development

Objectives:

1. To provide leadership for local school districts to survey, develop and implement new programs and furnish follow-up data to state, regional, and national agencies concerned with migrant and Indian education.
2. To provide the following types of consultive services to aid local, state, and regional agencies in establishing research procedures in the following areas of rural migrant and Indian education:

   Psychological services, such as sensitivity training.

   Sociological services, including social case work.

   Curriculum and instruction services including (1) training of pre-service teachers. (2) re-training of existing teaching personnel, (3) training of auxiliary personnel, (4) initiating new and improving existing programs of rural, migrant and Indian education.
3. To establish a Human Development Laboratory for training of diagnosticians, teachers and counselors. Fundamental effort will be made to synthesize research finding regarding "the migrant stream,"

aspirations of migrants, extent of their ability, attitude changes, and the development of local projects and procedures to supplement these data.

4. To work cooperatively with local, state, and federal agencies to make available more consultive services to local units.

Research and development as set forth in the above objectives of the Center proposal were carried out in relation to the programs and projects previously described in this report. A brief list of data follows.

Objective #1, A wide variety of programs were introduced into service area schools. Follow-up data was supplied to local, state, regional, and national agencies as it became available. i.e., Data on Language Games Research, publications on training auxiallary personnel, etc.

Objective #2, A student teaching program was established, institutes and conferences were held for re-training existing personnel, teacher aides were trained and new programs were implemented in schools enrolling migrant and Indian children.

Objective #3, A Human Development Laboratory was not established. However, some of the institutes and conferences partially attained some of the goals of this objective.

Objective #4, The Center has worked extensively with local, state and federal agencies to make available more consultive services to local units. Consultive services come from the Center staff, consultants retained by the staff, from commercial firms and from community resource persons.

V. Evaluation and Dissemination

Objectives:

1. To provide consultive services to districts and other agencies concerned with Rural, Migrant and Indian children.
2. To survey and evaluate present existing programs and practices for

migrants and Indians.

3. To provide a systematic procedure for evaluating the effectiveness of newer programs as they develop in rural migrant and Indian education including quasi experimental design of studies.
4. To develop follow-up procedures to determine what happens to individuals touched in these experimental programs.
5. To disseminate information pertaining to program development and research activities through the publication of newsletters and bulletins to inform all concerned of new developments and promising practices.
6. To plan and host conferences for state and federal directors and coordinators of migrant and Indian programs for the purpose of discussing common problems and possible solutions, ways these agencies might share personnel and materials, and other cooperative procedures designed to avoid conflict and duplication of efforts.
7. To plan and host conferences of local personnel involved in migrant and Indian programs for the purpose of sharing ideas, discussing, and writing proposals for new programs, and publicizing consultive resources of the Center.
8. To work cooperatively with State educational agencies to provide consultive services where needed.

Evaluation and dissemination activities followed those set forth in the proposed objectives. They were:

Objective #1, Consultive services were provided the districts and other agencies concerned with rural, migrant and Indian children. Special attention was given to agencies other than schools. i.e. Headstart Programs, Parent-Child Centers, etc.

Objective #2, This objective was met by having people from a wide variety of positions on the advisory board.

Objective #3, Specifically the Language Games Program was evaluated by a research team. Institutes and Conferences were evaluated by participants and an outside evaluator. The Advisory Board insisted on evaluation for every major program.

Objective #4, Procedures not yet developed.

Objective #5, The Center developed a newsletter, Impell, with some 3,000 mailings per issue. Newspaper articles were used to present the center programs to the public. As data becomes available on new programs it will be distributed.

Objective #6, A Leadership Conference was held on the C.W.S.C. Campus for Indian and Migrant leaders from Tribal Committees, Community Action Groups, school districts, and State Department of Education personnel. Sixty people participated in the two and one-half day conference.

Objective #7, Numerous meetings, conferences and workshops were held for local personnel involved in migrant and Indian education.

Objective #8, There has been liaison carried on between the staff of the center and state educational agencies. State personnel have closely scrutinized the program of the center.

EVALUATION

For purposes of gathering data for this report, a limited number of key people were interviewed. Seven administrators from districts served by the Center discussed the programs in which their districts participated, gave their impressions and concerns, commented on the future of the Center and made suggestions for the consideration by center personnel.

A second technique used to gather data was a simple questionnaire designed to secure information from the users of the Center. Ten questionnaires were sent to randomly selected persons from each of the following categories: 1- advisory board members, 2- superintendents of schools, 3- administrators having center programs in their schools, 4- teachers having center programs in their rooms, 5- teacher aides participating in center sponsored programs, 6- participants in the migrant institute, 7- participants in the Indian evaluation conference, 8- participants in the Indian Youth Summer School Session, 9- participants in the Indian Leadership Conference.

The results of the interviews, and summary of the questionnaire returns and evaluation comments follow.

Interview #1

Superintendent of Schools

PROGRAMS

Our district participated in:

1. the Language Games program.
2. the Teacher Aide Training Program (limited participation).
3. the Migrant Institute.
4. the Indian Education Conference.
5. the student teaching program.

IMPRESSIONS (Quotes)

"I am impressed with this center. We are grateful for its existence and the fact that it is close to our community."

"This (center) is not a district. When we go to the center there isn't any petty, little inter-district rivalry. It's above this sort of thing."

"We have been impressed with the resource speakers from Texas, California and other states. Our district could never bring in this type of speaker. These speakers enable our staff to hear of other programs bearing on the migrant and Indian child."

"Our enrollment runs 60% Mexican in the lower grades and 42% Mexican at the secondary level. We have a 10% Indian enrollment. We are looking for all the help we can get."

FUTURE

"We hope that the college and the state, or whoever is responsible for the center can see fit to continue the center. It is bringing order out of chaos."

SUGGESTIONS

"We do have one need and that is in the area of vocational education. Each district does have a Smith-Hughes Teacher for Agriculture but that isn't enough. These migrant kids think of education as that which gives them a skill or a trade. They ask us, what good is high school if I make the same money in the fields whether I go or not!"

Interview #2

Superintendent #2

PROGRAMS

We participated in:

1. the Language Games program.
2. the Teacher Aide program.
3. representations to Migrant Institute.
4. representations to Indian Conference;
5. the student teaching programs.
6. limited extent the use of materials.

IMPRESSIONS AND CONCERNS

"It is starting to move in the direction we would like to see it operate, especially in the training of teachers to come into migrant and Indian classrooms."

FUTURE

"We feel that all districts will reap some benefit from the center. The prospects are great for district co-operation."

"The center offers the possibility of trying out, researching, and dessimating information without duplicating efforts."

SUGGESTIONS

"Get the programs that they have going, before branching out. Use the present major programs and don't spread the efforts too thin."

"Improve the communication system. The teachers must know what is going on, i.e. scope of the Instructional Materials Center."

"Up date and secure materials dealing with the ethnic groups of the area. Miss Adams could concentrate on this and do a world of good."

"We don't have research experts on our staffs. Perhaps the center could supply this service."

"Possibly the center could evaluate the curriculum of the local school districts. In doing this we might help the push-out or drop out."

"Center personnel might serve as liaison persons between the schools and the families. Now they tune us out when they learn we are from the schools."

Interview #3

Elementary Principal - Member Advisory Board

PROGRAMS

Our district participated in:

1. the Teacher Aides program.
2. the Language Games program.
3. by using instructional materials from the center, i.e. Mexican artifacts.

IMPRESSIONS AND CONCERNS

"This past year the center attempted to accomplish a great deal. Perhaps it was on too large a level because it was February before we began to get services to the schools."

"The student teaching program is most important. The center can bring this program to the lower valley, close to the schools and kids."

SUGGESTIONS

"We need to restructure the advisory board and set up the guidelines for the board. This never got off the ground."

"The advisory board is a sounding board for the schools not the community. It should be structured accordingly."

"We need a representative from the Indian community who can attend each meeting."

"We need to hold monthly meetings of the board. Don't change the times, dates or meeting place."

Interview #4

Assistant Superintendent of Schools - Member Advisory Board

PROGRAMS:

We participated in:

1. the Language Games program.
2. the Teacher Aides program.
3. the student teaching program.
4. the migrant institute.
5. the Indian Education Conference.

IMPRESSIONS AND CONCERNS

"The center started out slowly but it is getting better all the time."

"My first concern is the composition of the present board. The funding comes from Title I of the Elementary and Secondary Education Act. There will be less criticism of the center if more of the users are involved on the board. I would go outside for ideas--to Day Care Centers and Comminity Action groups but the board should be composed of school people."

"When the center initiates projects like the Language Games Program they are changing the curriculum. Is this the duty of the center? Districts should know what they are getting into."

FUTURE

"The fundamental area for the future is the student teaching component. Center personnel in this component are now functioning well and the future looks good in this area."

SUGGESTIONS

"We broadened our concepts too fast. We moved out in many different areas. We now need to be sure that these programs work."

"We need to re-structure the advisory board and set up the guide-lines for the board."

"The center could help districts evaluate the district programs.

Interview #5

Superintendent of Schools

PROGRAMS

Our district participated in:

1. the Language Games program.
2. the Teacher Aide program.
3. the instructional materials program (from center).
4. the Migrant Institute.

IMPRESSIONS

"This is a new development which has much potential. It is a developing thing in Indian and Migrant Education which is feeling its way along. I think that it can become a solid contributor to the education of these minority groups. We try to go along with new programs in the hope that we will improve our district program."

"The results of the center will filter down to the kids. When the tide comes in it raises all the boats. When the work of this center filters down it will help all the children and all of the teachers in our schools."

FUTURE

"If the districts can continue to co-operate in a joint effort the center will be a success. As long as an effort is made and as long as the center stimulates school people we will continue to support it."

SUGGESTIONS

"The student teaching component has been faulted for having one student teacher from the regular program in one room and a center program teacher in the next room with two different supervisors. Place your teachers from the student teaching component in small rural schools with heavy concentrations of Indian and Migrant children so you can't be faulted."

"Don't ask for involvement in programs, i.e. mini lessons and then back out or cancel the program."

Interview #6

Assistant Superintendent

PROGRAMS

We participated in:

1. Teacher Aide Program. "This is mandatory under Title I. The center staff did an excellent job for us."

2. Summer workshops for summer teachers and aides. "The district decided what the content was to be and the Center provided the staff."

3. Language Games Program. "The center provided the materials and training. We have had pretty good success with it."

4. Film services and reproduction services. "The center saved us quite a bit of money here."

5. Student Teaching Program. "This is the first time our districts had student teachers. We employed two very promising young people from this program."

IMPRESSIONS AND CONCERNS

"The center is doing a very good job. It will take a couple of years to get teachers use to using the services. I think the people at the center did everything they could to provide us with services."

"They did a good job of staffing the center. Their people knew what was going on and they weren't pushy."

FUTURE

"There is a tremendous potential here for the center if people participate. In a year or so we will wonder how we ever got along without it."

SUGGESTIONS

"Our district would like to see the student teaching component enlarged. Once students teach in our area they won't be reluctant to accept positions in our schools."

"The home visitation program could be expanded. There are opportunities for both the center and the schools to work on this. There are some militants in the area we could use some help with."

"it might help if center personnel sat in on community action meetings. Student teachers should also attend these meetings."

"The health component should be studied. I don't know if they are getting the mileage out of it. One person covering the area is an impossibility."

Interview #7

Superintendent of Schools

PROGRAMS

Our district participated in:

1. the language games program.
2. the migrant institute.
3. the Indian Education Conference.
4. the instructional materials service. We used the materials to a considerable extent during our summer school.
5. the student teaching program.

IMPRESSIONS

"I wish they could have taken a year to set the center up without having to try to give service. Hindsight is better than foresight any day, but it would have permitted a smoother operation."

"Our district has a 50% Indian enrollment and 12% Mexican-American enrollment. We are in need of all the help we can get. Our district people feel the student teaching component is the best thing about the center."

FUTURE

"The center has much to offer school districts. The potential is great."

SUGGESTIONS

"One of the problems is communication. Districts need plenty of advance notice about programs. A week or ten days is far too short a notice."

"The director needs to be out in the field. He needs to sell his services."

"Do not take on too many programs at one time. See existing programs through."

"Future Indian Summer Schools might include some teachers from the districts."

Interview #8

Director, Parent-child Center - Advisory Board Member

IMPRESSIONS AND CONCERNS

"There needs to be more involvement of people from the target areas on advisement groups. The present group is very conservative."

"Center programs are missing the target. The center must become a vehicle for curriculum change at the district level."

"I am in favor of school counselors from the various ethnic groups, bi-lingual educational experimentation and the inclusion of instructional materials about the culture of various ethnic groups."

SUGGESTIONS

"There is a need for a home visitors program to help bridge the gap between the home and the schools."

"The Center, if it is to be a vehicle for curriculur change, must reach the administrators and teachers. Many of these people do not know what we mean when we ask for changes in the curriculum."

"The people running the pre-school centers are interested in establishing a good college 'tie-in' which can give them the kind of input they need to improve their programs. We are interested in extension classes and programs in child development. A recent example of what we do not want was another child center for Early Childhood Education sponsored by the center. What we need is coordination and service to the existing centers."

Interview #9

Indian Tribal Council Leader - Advisory Board Member

IMPRESSIONS

"A year or so ago our Tribal Council voted to support the concept of the center. We voted unanimously to provide land, rent free for twenty-five years to the center. The Indian people, by participating in this program, are hoping to see daylight as far as our relationships go with the various school districts."

"We hope to see a better day as far as dropouts, absenteeism, and late entries go. We think that by having more people involved that it will solve some of these problems."

FUTURE

"We will cooperate with this center as long as it is funded. We hope that the center continues."

"The Tribal Council is impressed with the student teaching program. It is good to have the students spend time in the homes and community."

SUGGESTIONS

"The Tribal Council will make recommendations from time to time. Recently (July 30, 1969) we supported a proposal for an Early Childhood Education Center. We feel such programs will help our children."

Participant Evaluation

During the course of the first year of operation, center staff members had hundreds and thousands of contacts with administrators, teachers, tribal leaders, community action personnel, student and the public. A simple questionnaire was designed and mailed to 90 persons having contact with the center. These persons were asked to identify their contact with the center and to rate the contact. They were also provided with two open-ended questions so they might write any suggestions and/or recommendations pertaining to center work.

The data from the questionnaire is summarized below by contact:

Contact	Low Value		Medium Value		High Value
	1	2	3	4	5
Language Games		2	1	3	6
Tchr Aide Training & Workshop	1		1	4	4
Instructional Materials & Services			1	5	2
Student Tch'g component		1		2	3
American Indian Conf.			1	1	4
Migrant Institute				2	2
Home Visitation Pro.				1	
Leadership Conference			1	2	1
Advisory Board			1	2	1
Title I Meeting & other conferences	1		1	4	3

The numbers on the preceeding page indicate the number of people reporting a contact with the Center. The number 1 was assigned as low and the number 5 assigned as high.

SAMPLE COMMENTS AND RECOMMENDATIONS

"The center has been most cooperative in making staff available to school districts. I hope it continues."

"The center has been very helpful in providing materials for my use, particularly in the area of language aids."

"All at the center were very cooperative in every way."

"Have representatives visit schools to explain progress and improve communication."

"Is there any way for the center to encourage the parent to send children to school each day?"

"We hope C.W.S.C. can offer resident credits at the center."

"Perhaps at a later date the center could extend some of their services to the upper basin schools."

"Some difficulty getting the center to meet it's committments (the first year) regarding programs."

"Include center learnings in college curriculum for future teachers."

"Develop long range objectives rather than a year to year program."

"Work on communication by bulletins to 1- local school districts, 2- local school associations or, 3- the individual teacher."

"Production of materials directly related to the culture of its specific geographical and cultural area."

"Have teachers from various schools and grade levels help select or give ideas as to purchases for the instructional materials area."

"Perhaps a greater emphasis on helping schools develop their own programs and somewhat less emphasis on developing their own (center) programs."

"The greater resources that C.W.S.C. has been able to provide the Center has enabled the school people of the area to be more effective in working with migrant and Indian children."

SUMMARY OF QUESTIONNAIRE RETURNS*

As of the date of completing this report, 34 questionnaires have been returned. From the pattern of ratings given the various contacts with the center, one can infer that the vast majority of persons having contact with center programs rated them 4 or 5 on a 5-point scale with 1 being the lowest value and 5 being the highest value. The users then, felt that center programs have much value in their working situations.

* Returns numbered 33 out of 90 during the first week. Due to the necessity of completing this report, the above summary is based on the returns of the first week. As additional information comes in, it will be compiled and the information forwarded to the center.

EVALUATION COMMENTS

1. In each of the seven interviews of key school administrators from schools in the service area positive attitudes were expressed about the center. All of the administrators interviewed indicated that the center was progressing satisfactorily and that they considered the center to have great potential for the future. The advisory board member from the Indian community was positive in his comments. He did express the thought that his people would make recommendations in the future. The advisory board member from the Mexican community expressed concern about the direction the center's work is taking. Quotes from his remarks appear in this report under Interview #8. Careful scrutiny of the remarks and suggestions of all the persons interviewed reveals that the administrators and advisory board members are not far apart when it comes to concerns about the education of Indian and migrant children.

2. Each of the administrators acknowledged that this past year was an organizing and building year. As a consequence of trying to get the center organized and of offering services at the same time, problems of coordination arose. Promises were made by center personnel, only to be broken when the organizational aspect (technology, staffing, etc.) wasn't completed in time to permit fulfillment of the promised service.

   With the organization of the center completed and staff assignments made for the 1969-70 school year, these problems should be eliminated. The administrators are looking forward to a promising year of service from the center.

3. There was unanimous agreement on the part of the administrators that before any extensive new programs are undertaken by the center, that existing programs be made completely workable. The administrators all voiced the concern "Let's make the student teaching program, the Language Games Program, the teacher aide program, and the instructional materials service work before branching out to new programs."

4. The advisory board of the center currently consists of people from various school and social agencies. Some concern was voiced about the composition of the board. Other concerns were raised about the guidelines for the operation of the board. A perusal of the minutes of the board meetings for the past year indicates that these concerns were discussed but not completely resolved. A review of the composition and responsibilities of the board should be considered early this fall.

5. There was sufficient interest in such things as developing criteria for curriculum evaluation, assisting the schools with the evaluation of their curriculum, providing a research - design person to help

district set up research projects, to have the director and board consider hiring, on a retainer or hourly basis, a person who could meet these above needs.

6. A mention of problems concerning communication appeared with sufficient frequency to be of concern to the staff. First, school personnel need to receive notices of meetings, services and programs far enough in advance to allow district plans to be formulated. Second, once meetings or school contacts are set, the staff should make every attempt to keep the appointments. (I.e. don't change meeting times, don't arrive late for testing programs). Third, the staff should make every effort to make known their major programs. Other programs which are presented for information only should be so designated. The evaluator felt there was mis-understanding about such programs as the mini-courses, project plan, etc.

7. The participants of the migrant institute (33 persons) and the participants of the Indian Education Conference (28 persons) rated the institute and the conference from very good to excellent. Sixty out of the sixty-one participants so rated the above workshops. Several participants had previously attended similar workshops at major west coast universities. These people reported the center sponsored Indian conference to be far superior to their previous workshops both from an organizational and content point of view. Every effort should be made to continue and expand these workshops.

8. It is readily apparent that this center is not an "on again-off again" project. The funding expanded on its establishment dictates future use over a period of years. With this concept in mind, the evaluator suggests that the staff consider the possibility of designing and undertaking several long term research projects concerning the Indian and migrant child.

9. It is also apparent that the Education Department of Central Washington State College has a professional responsibility and obligation toward the center. Educators in the Yakima Valley are well aware of the connection between the center and the college. While the ultimate success of the center may well hinge upon many factors, there are certain things the college could do and certain resources the college could bring to bear which might tip the scales toward success. The following suggestions are included for consideration: a. The student teaching component of the center could be enlarged by assigning more students to the center. Perhaps the college administrators, as well as the Department of Education, should evaluate the role of the college in center activities as it pertains to teacher education, and in any expansion of this component the college should share in its cost, if not support it in total. b. An extended extension course program, with resident credit, could be initiated. Such a program should be sufficiently flexible to permit incorporation of newer concepts of in-service teacher education. c. Advisory groups of college personnel might visit the

center on a demand basis. These groups could assist center development by participation in "brainstorming sessions" pertaining to new or existing programs. This service would be considered a contribution of the college and no consultant fees would be charged.

10. The center appears to be servicing the migrant and Indian children of the Yakima valley area. Despite its short life span, it is doing a very creditable job. If the center is to service the migrant and Indian children and their teachers in the entire state, much of the service will need to be in an indirect form. If indeed the entire state is their charge, programs will need to be developed (i.e. teacher aide training program) and packaged for distribution, participants from other areas will need to be brought to the center and/or center personnel will need to travel the state. The role of the center in this regard needs to be clearly defined by the State Department of Public Instruction.

11. One of the nine persons interviewed voiced an objection to having a person from the college conducting an evaluation of the center. It would be prudent to have a person or persons from outside the college, in fact even from outside the state, conduct next years evaluation.

The choice of the evaluator or evaluation team should come early this fall. If this is done, the evaluator could be kept up to date on center progress in order to facilitate his work at the end of the year.

Report submitted by

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